

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
December 4, 2013**

The North Carolina State Board of Education met to receive Issues Session presentations, and the following members were present:

William Cobey, Chairman  
Gregory Alcorn  
Kevin Howell  
Wayne McDevitt  
Olivia Oxendine

Marcella Savage  
John Tate (via conf. call)  
Rebecca Taylor  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Wallace Nelson, Local Board Member Advisor  
Mark Edwards, Superintendent Advisor

Darcy Grimes, Teacher of the Year Advisor  
Karyn Dickerson, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the December 2013 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the purpose of this Issues Session is for Board members to receive in-depth explanation of topics necessary for Board members to understand fully the current issues.

Prior to reading the Ethics Statement, Chairman Cobey noted that Vice Chairman Collins was participating in a School Safety Committee meeting this morning and will join the meeting later this afternoon, Board member Tate was participating via conference call, and Board member Howell was also delayed this morning, but will arrive shortly.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of

interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Prior to moving to the Issues Session presentations, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. He noted that the times assigned on this agenda for these two days are a guideline and that, to the extent possible, the Board will honor the schedule. However, the Board does exercise flexibility on times when necessary. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for December 4 and 5, 2013.

TCP Committee Chair Olivia Oxendine requested that TCP 4 be removed from the agenda. She explained that, following a meeting earlier today, additional work is necessary for this item. There were no objections.

*Upon motion made by Mr. Greg Alcorn, and seconded by Ms. Marcella Savage, the Board voted unanimously to approve the State Board of Education meeting agenda for December 4 and 5, 2013, with the removal of TCP 4 from the agenda.*

## ISSUES SESSION PRESENTATIONS:

### ➤ State Board of Education Strategic Plan

Chairman Cobey explained that the State Board of Education began the process of revisiting the Board's goals and priorities at its recent work session in Cullowhee. He explained that the work will continue to evolve as input and feedback are gathered from its advisors and the general public.

Chairman Cobey announced that he formed an informal work group to monitor and guide the development of this plan. The work group includes State Superintendent June Atkinson, Mr. Eric Guckian, Mr. Martez Hill, and himself.

Chairman Cobey stated that the purpose of the discussion today is to begin the next steps of moving from concepts to something that can be implemented and measured.

Each Committee Chair led the discussion surrounding the components of the strategic plan for his or her own priority area. The discussion included objectives and performance measure values, including proposed targets. The materials for this discussion are located on the eBoard site.

Chairman Cobey shared that he anticipates a final discussion of the Strategic Plan at the State Board's March meeting with approval in April 2014.

### **Goal 1: Every student in the North Carolina Public School System graduates from high school prepared for work, further education and citizenship**

#### **Objectives:**

1. Increase the cohort graduation rate
2. Graduate students prepared for postsecondary education

3. Graduate students pursuing a CTE concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
5. Increase student performance on the state's new End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

GCS Committee Chair Marcella Savage led the discussion. Board member Tate applauded the depth of targets. A clarifying discussion occurred. The following recommendations were made:

- Include IB exams for Objective 5 in order to align with Goal 2.
- Include the goal of 100 percent for the graduation rate.
- Consider percent of third grade students scoring proficient or above on the reading EOG assessment
- Include initiatives or action items for each of the goals/objectives

**Goal 2: Every student has the opportunity for a personalized education**

**Objectives:**

1. Use models of innovation related to partnerships with postsecondary education
2. Use models of innovation related to digital learning
3. Use models of innovation related to non-traditional grade structures and using time as a variable for learning
4. Use models of innovation related to flexible calendars

LFI Committee Chair Rebecca Taylor led the discussion. A clarifying discussion occurred. The following recommendations were made:

- Consider merging Objectives 3 and 4
- Include innovative and early college high schools under 2.1
- Include an objective for quality charter schools
- Broaden the STEM and global focus umbrella under 2.3 innovation using digital resources
- Address year-round schools as it relates to flexible calendars
- Identify/describe personalized education
- Capture themes (schools within schools)

**Goal 3: Every student, every day has access to excellent educators**

**Objectives:**

1. Attract, retain and reward highly effective teachers
2. Attract, retain and reward highly effective principals
3. Attract, retain and reward highly effective support staff (school psychologists, guidance counselors, etc.)

TCP Committee Chair Olivia Oxendine led the discussion. A clarifying discussion occurred. The following recommendations were made:

- Work with the General Assembly and other stakeholders to strengthen the goal and to increase teacher salaries.
- Adopt long-range goals for teacher compensation, 12-month contracts, etc.
- Consider revising terminology to include national ranking data for teacher salary
- Recognize value of growth and development (masters and doctorate degrees)
- Address disparity of salaries for all support personnel

- Support administration of Teacher Working Conditions (TWC) Survey
- Consider increasing flexibility for LEAs related to salaries; local tax

**Goal 4: Every school district will have up-to-date financial, business, and technology systems to serve its students, parents, and educators**

**Objectives:**

1. Provide all classrooms with wireless connectivity, adequate bandwidth and access to digital devices sufficient to support all students in every classroom (General Assembly Session Law 2013-12)
2. Use Home Base as an essential resource for instructional delivery and communications with parents and students
3. Use state and federal funding according to state and federal laws and State Board of Education policies

TCP Committee Chair Greg Alcorn led the discussion. A clarifying discussion occurred. Concerns around the Home Base objective as it relates to the current status were voiced. The following recommendations were made:

- Provide digital literacy professional development for teachers
- Look carefully at the current status of Home Base prior to including it as an objective

The floor was opened for comments of the strategic plan as a whole.

- Address healthy students. (Chairman Cobey assigned HRS Committee Chair Willoughby to develop this issue.)
- Address safe schools, early childhood education, and professional development
- Include as an action item a list of needs of financials/resources, implications and advantages
- Consider introductory statement: “NC is the most (blank) in America”

In closing remarks, Chairman Cobey shared that the State Board will continue this work and will continue posting the draft strategic plan, which will allow the public the opportunity for input to this process. He directed the committee chairs to work with SBE and DPI staff to fill in any blanks to come up with specific performance measures. Chairman Cobey also asked the committee chairs to send updates to Mr. Hill no later than January 17.

Superintendent Atkinson noted that she would share this information and gather feedback with LEA superintendents at their quarterly meeting on Friday.

- **Global Education Task Force Report Update – Mr. Wayne McDevitt (SBE Member); Mr. David Young (CEO, Visiting Internal Faculty [VIF] International Education), Ms. Charlé LaMonica (Director, World View), Mr. Adam Harzell (Executive Director, NC Center for International Understanding), Mr. Matt Friedrich (Director, K-12 Global Education, NC Center for International Understanding), State Superintendent June St. Clair Atkinson (NC Department of Public Instruction), Dr. Leslie Eason (Assistant Superintendent, Onslow County Schools) and Ms. Helen Gross (Principal, Carolina Forest Elementary School)**

Setting the context for this presentation, Chairman Cobey explained that, in 2011, then-SBE Chairman Bill Harrison appointed a Global Education Task Force to develop recommendations for the Board to consider as a means of raising the bar for North Carolina's public school students in a manner that would increase their ability to compete successfully in their future for jobs and professions. Board member Wayne McDevitt was appointed Chair of the committee. Board members Willoughby, Tate, Bartlett, and Howell served on the committee.

He also noted that, since the report was completed, Dr. Atkinson and the Department have begun work on implementing some of the recommendations of the Task Force.

Chairman Cobey recognized Board member McDevitt to manage the discussion and to introduce the remaining guest speakers from the external organizations.

Mr. McDevitt noted that the Global Education Task Force Report is available for review online. He also directed Board members to the handouts available at their places. Mr. McDevitt provided historical information around the work leading up to the convening of the Global Education Task Force and the comprehensive study and development of this report. He explained that a global engagement working group was charged with partnering with the North Carolina Center for International Understanding and an MOU signed with the Jiangsu Province in China in 2008. That relationship continues to grow and flourish, according to Mr. McDevitt. He encouraged Board members to go online to review the resolution in support of Global Education, which specifically says that we are encouraging our local partners to develop educational policies and opportunities for students and educators to adopt a global education perspective within their districts. In May 2011, a joint resolution was passed to create a Global Schools Network.

Prior to introducing the external partners who are helping with the implementation of the Global Education Task Force goals, Mr. McDevitt provided an overview of the goals and commitments, and processes reflected in the Task Force Report. He also called attention to the six findings included in the Executive Summary.

Mr. David Young (CEO, Visiting Internal Faculty [VIF] International Education) prefaced his remarks by explaining that, originally established by State Board of Education (SBE) resolution in May 2011, the Global Schools Network (GSN) brought together the SBE, the Department of Public Instruction, the NC Business Committee for Education, the NC Department of Commerce and operating partner VIF, to create a first-in-the-nation network meant to identify, encourage and recognize school districts that prioritized best-practice global education programming, including language and global awareness initiatives, in their strategic and operational plans.

Mr. Young referred Board members to the document located at their places, which provides a summary update about the Global Schools Network since the resolution was established in 2011. He pointed out that, of 22 invited, 17 school districts joined as Global Schools Network (GSN) members, signing letters of intent to integrate global education programs into their long-term plans. He shared demographic information and noted that these districts are hosting 483 visiting international teachers from countries around the world, providing authentic global learning experiences for their students, colleagues and

communities. One hundred twenty-five schools within the GSN districts established global education programming serving 83,400 students. Additional GSN district data was also provided. Mr. Young also referred Board members to a second handout titled “Teacher Guide: Global Competence Grade-Level Indicators,” which outlines the global competence learning targets for each grade level pair. The attitudes, skills and knowledge are indicated in this guide across Global Gateway’s Learning spirals: Understanding, Investigating, Connecting, and Integrating.

Using a PowerPoint presentation, Mr. Young explained that VIF is supporting North Carolina commitments by offering a statewide subscription to provide teachers and schools access to Global Gateway, VIF’s online global professional development and content. In addition, he spoke briefly about launching the Global-Ready badging and designation for teachers and schools, supporting the state’s dual language goals with priority access to VIF’s Splash language immersion program, integrating global studies curriculum resources into traditional world language courses, developing globally-themed schools using VIF’s Passport School model, and ensuring retention of existing GSN Advisory Council by DPI or SBE to use as a continuing resource for the state. He also highlighted goals for the future.

Ms. Charlé LaMonica (Director, World View) prefaced her presentation by explaining that World View was established in 1998 by UNC-Chapel Hill, to help K-12 schools, community colleges, and four-year colleges prepare students to succeed in an interconnected, diverse, and multicultural world. She provided a brief overview of World View’s mission and programs. In addition, using a PowerPoint presentation, Ms. LaMonica illustrated how World View uses university resources and programs to equip North Carolina educators, so that North Carolina graduates will be the most globally aware and prepared in the nation. Ms. LaMonica invited Board members to participate in the Global Education Leaders’ Program, which is an intensive week-long study of global issues and global education for school and college administrators. The registration information was provided.

Mr. Adam Hartzell (Executive Director, NC Center for International Understanding) explained that the NC Center for International Understanding (CIU) is a part of the University of North Carolina System. CIU serves North Carolina by promoting awareness, expanding understanding and empowering action through global education. He noted that the main groups CIU works with include business, policy and education leaders. Programs not related to education directly include the *Latino Initiative*, which is designed to help communities deal with demographic changes in North Carolina and *Global Leaders*, which includes more than 100 legislators and policy leaders studying best practices and developing critical relationships. In addition, Mr. Hartzell provided an overview of the two major initiatives for K-12 education – teacher professional development and Confucius classrooms. He also demonstrated the NC Global Heat Map developed in partnership with SAS, which provides approximately 65-70 data points about what is global about each community, and to benchmark against other communities. Mr. Hartzell shared that the Heat Map was emulated on the national level, and now this data is available on a national level for every county in the United States. The Heat Map links were provided.

Using a PowerPoint presentation, Mr. Matt Friedrich (Director, K-12 Global Education, NC Center for International Understanding) highlighted CIU’s priority immediate, short- and long-term global education recommendations, which are available on the eBoard.

At this time, Chairman Cobey recognized State Superintendent Atkinson to share the Department of Public Instruction’s progress on implementation of the Task Force recommendations. She spoke briefly about the guiding principles in moving the recommendations forward. Dr. Atkinson drew attention to the Department’s website, which provides the benchmarks identified by the State Board of Education to meet these goals. One of the recommendations is the establishment of an Advisory Committee. That committee will convene in March 2014. Another component is the badging process as described by two of the previous partners. Dr. Atkinson stated that, in January or February, the Department will bring to the State Board of Education an approval process for partners to be able to have their badging process and content approved by the State Board of Education or delegated authority so that teachers can receive credit. Another component is to embed global concepts as a part of doing business regardless of what a teacher is teaching. She noted that the Onslow County’s presentation will demonstrate the model of how that work is being done. The Department is also working with the deans of the schools of education statewide to look at modifications in teacher preparation programs. Dr. Atkinson also spoke about a committee formed to look specifically at world language instruction.

In addition, the Department is looking at expanding partnerships with other countries. She noted that the MOU has expired with Spain and will need to be updated. In addition, the Department will bring to the Board an additional MOU process for a global alliance with China. Dr. Atkinson also noted that approximately 15 LEAs are using Singapore Math as a part of its implementation of Common Core math. A status report about the progress those schools are making in mathematics will be brought to the Board in the future. Also important to note, that staff are working to develop an interdisciplinary course to include not only world language but also the interdisciplinary approach of incorporating world studies, according to Dr. Atkinson.

At this time, Dr. Atkinson introduced Dr. Leslie Eason (Assistant Superintendent, Onslow County Schools) and Ms. Helen Gross (Principal, Carolina Forest Elementary School) to provide an overview of their Global Education Model, which Dr. Atkinson shared is a model for the state.

Dr. Eason prefaced her comments by noting that everything talked about by the previous presenters validates Onslow County’s work in global education. Using a PowerPoint presentation, Dr. Eason explained that Onslow County is one of the anchor districts in the Global Schools Network. She also explained that the journey began in 2007 as a result of looking at the Blue Ribbon Testing Commission’s recommendations and as they began to implement the ACRE Reform effort all of that gave Onslow County Schools the opportunity to look inwardly at how their district was educating its students. This seven-year investment began with reviewing and modifying the district strategic plan to include a district global plan. Dr. Eason spoke about assessing annually individual school readiness and assessments. In addition, she elaborated on the richness of resources available in Onslow County and the offerings of world language programs through a variety of partnerships – Confucius Classrooms, VIF, Partnerships for 21<sup>st</sup> Century Skills, LEGO, Crayola, et al. Dr. Eason highlighted events and future activities including World Language Focus/Immersion, International Partnerships, Global Gateway, Going Global, Scarcity/Kindness/ Transformation Fairs, World Presence, and Curriculum Integration. In closing, Dr. Eason shared first, seventh, and tenth grade examples of curriculum integration.

Ms. Gross distributed hard copies of student work examples for Board members to review. She spoke about global education at Carolina Forest International Elementary specifically as it relates to attitudes,

knowledge and skills, understanding attitudes and beliefs about culture and heritage, political, cultural and economic influences, and producing students who are Career or College Ready by equipping them with 21st Century Skills. Ms. Gross also talked about global learning as an educational focus specifically professional development for teachers and administrators, exposure to global learning for students, and global infusion across grades and content, not viewed as an add on. Ms. Gross shared a video clip, which captured student work.

At the conclusion of the presentations, Chairman Cobey announced an SBE work group or special committee to oversee the implementation of the Global Education Task Force recommendations. He asked Mr. McDevitt to chair the group and also appointed Ms. Savage and Ms. Willoughby to the committee. He encouraged other Board members to volunteer to join the committee if they were interested in doing so. The meeting then adjourned for lunch and committee meetings in the afternoon.

**RECONVENE IN OPEN SESSION**

After the Board Committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman  
Gregory Alcorn  
Kevin Howell  
Wayne McDevitt

Marcella Savage  
John Tate (via conf. call)  
Rebecca Taylor  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Wallace Nelson, Local Board Member Advisor  
Mark Edwards, Superintendent Advisor

Darcy Grimes, Teacher of the Year Advisor  
Karyn Dickerson, Teacher of the Year Advisor

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of the Ethics Statement that was read earlier and remains in effect. There were no conflicts of interest communicated at this time.

Indicating that the Board would not be meeting in Closed Session, Chairman Cobey requested a motion to adjourn from Open Session.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Marcella Savage, the Board voted unanimously to recess the State Board of Education meeting until Thursday, December 5, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
December 5, 2013**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Reginald Kenan
A.L. "Buddy" Collins, Vice Chairman	Wayne McDevitt
Dan Forest, Lt. Governor	Olivia Oxendine
Janet Cowell, State Treasurer (via conf. call)	Marcella Savage
Gregory Alcorn	Rebecca Taylor
Kevin Howell	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Wallace Nelson, Local Board Member Advisor	Karyn Dickerson, Teacher of the Year Advisor
Mark Edwards, Superintendent Advisor	Madison Bell, Senior Student Advisor
Dale Cole, Principal of the Year Advisor	Shykeim Williams, Junior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the December 2013 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday afternoon and today will vote on action items and receive reports on other topics.

Prior to beginning the work of the Board, Chairman Cobey acknowledged that State Treasurer Janet Cowell was participating in the meeting via conference call.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Chairman Cobey noted that the Board approved the agenda for the December 4-5, 2013, State Board of Education meeting on Wednesday morning, including the withdrawal of TCP 4 from the agenda.

Board member Reginald Kenan was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

Chairman Cobey asked for a motion to approve the minutes of the November 6-7, 2013, State Board of Education meetings.

#### ***Discussion/Comments:***

- There was no discussion.

*Mr. Kevin Howell made a motion to approve the minutes of the November 6-7, 2013, State Board of Education meetings. Seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the minutes as presented.*

### **SPECIAL PRESENTATION – PERQUIMANS COUNTY SCHOOLS**

#### **Dr. Dwayne K. Stallings (Superintendent, Perquimans County Schools)**

Chairman Cobey recognized Local Board Member SBE Advisor Wallace Nelson from Perquimans County Schools to introduce Dr. Stallings for this presentation.

Prior to introducing Superintendent Stallings, Mr. Nelson took the opportunity to brag about the leadership in Perquimans County, noting that there are some outstanding opportunities and programs in Perquimans County Schools and a strong commitment from leadership to provide professional development for its workforce.

Dr. Stallings prefaced his presentation by introducing Mr. Victor Eure (Technology and Media Director), Ms. Brenda Lassiter (Public Information Officer), Ms. Mary Kay Peele (Administrative Assistant to the Board), and his wife, Mrs. Kathy Stallings.

Using a PowerPoint presentation, Dr. Stallings provided an overview of Perquimans County Schools' demographic information. He noted that Perquimans County is a low-wealth district but is rich in human resources and public school partnerships, which provide Perquimans County Schools' students with excellent educational opportunities. Dr. Stallings provided a list of its valued community partners. In addition, Dr. Stallings shared that the graduation rate in Perquimans County is 89 percent. He added that the 2013 graduation seniors received \$1,496,625.00 in scholarships, financial aid, and military education scholarships. Dr. Stallings highlighted the 21<sup>st</sup> century professionals in his district. He cited 18% national Board teachers, 27% of staff with advanced degrees, and 13% AIG certified teachers. He noted that at one time Perquimans County Schools had the highest percentage of national board certified teachers in America. Dr. Stallings also spoke about student opportunities through grants such as Gear Up, Golden Leaf, et. al. Dr. Stallings shared that, approximately 27 years ago, Perquimans County

Schools received an IMPACT grant, and another technology grant, \$17,000.00 provided for 3,600 books on Nook for rising second and ninth grades in order to prevent the summer slide in literacy skills. There has been encouraging early data for this initiative, according to Dr. Stallings. By 2003, the district equipped all classrooms Pre-K-12 with Smartboards, video projectors, digital cameras, laptops, scanners and wireless to provide technology-rich environments for all students. Perquimans County Schools continues to progress to a 1:1 technology initiative where all students will have access to laptops or nooks for use in school and at home. Currently, there are 2,283 total devices: 448 desktops, 779 Mac laptops, 177 iPads, 674 Nooks, 67 iPods, 96 Kindles, and 42 other laptops. He shared that Perquimans County recently applied for a Golden Leaf grant to advance its 1:1 initiative.

Dr. Stallings also shared that Perquimans County Schools has been partnering in distance learning opportunities for students for 17 years with the NC School of Science and Mathematics and has been recognized numerous times. He noted that one-fourth of the high school students in Perquimans County High School are successfully enrolled in online courses with COA, NCVPS, and NCSSM, and there is a growing percentage of middle school students now enrolled in online courses. Perquimans County has the highest percentage of students in North Carolina enrolled in distance learning classes, with a 98% passing rate.

In closing, Dr. Stallings highlighted CTE certifications and other initiatives provided for students through grants such as water safety courses for kindergarten students. He thanked the Board and Department of Public Instruction for its support and commended Mr. Nelson for his commitment to public education for many years.

In response to Board member questions, Dr. Stallings spoke about grant opportunities and success rates, and Pre-K at-risk funding for pre-K students.

### **SPECIAL RECOGNITION – OUTGOING LOCAL BOARD OF EDUCATION ADVISOR TO THE STATE BOARD OF EDUCATION**

- **Mr. Wallace Nelson (Board Member, Perquimans County Schools, and 2013 Raleigh Dingman Award Winner)**

On behalf of the Board, Chairman Cobey thanked Mr. Wallace Nelson, NCSBA's Raleigh Dingman award winner and Local Board Member Advisor for 2013, for his commitment to public education and his service to the State Board of Education. After receiving a plaque from the Board commemorating his service, Mr. Nelson spoke briefly about his experiences as a Board Advisor. The presentation was photographed.

### **KEY INITIATIVES REPORTS AND DISCUSSION**

- **Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)**

Mr. Levinson prefaced his presentation by noting that an account of activities across the RttT initiatives is included in the State Superintendent's Report as well as on the RttT website.

He highlighted the work of the omnibus budget amendment, which reflects all of the priorities, not just of the team at that time, but of the new partnership in the Governor’s Office. He reminded Board members that, in July, he mentioned that the RttT team would be working closely with Mr. Guckian in the Governor’s Office to address the following questions: 1. What have we committed to do and why? 2. How and how well were we doing those things we committed to do? And, 3) what should we be doing? Mr. Levinson shared that, based on that review, the Department has decided to pursue a few enhancements, not departures from the plan, but slight changes in strategies that will provide even greater support to classroom teachers and principals, and, in so doing, will broaden and strengthen impact of the RttT initiatives. Discussions have been occurring with the U.S. Department of Education (USED), and staff are close to finalizing for submission the amendment package to USED. Board members will be copied with the submission package when it is completed.

Vice Chairman Collins asked about receiving the cliff note version of the reports to help Board members understand the process of going through a grant, the amendments, etc. The request was noted by Mr. Levinson.

In response to Board member Oxendine’s question about what a final RttT evaluation might entail, Mr. Levinson clarified that, currently, the Department is waiting for the summative evaluation of Year 3 from USED. He was uncertain if a “grand” evaluation would be provided in addition to the summative evaluation for Year 4. He stated that he would ask USED about what to expect. Mr. Levinson shared that the Department anticipates receipt of the annual report, which will highlight strengths and challenges of the implementation to date.

In addition, in response to Board member Alcorn’s question, Mr. Levinson spoke about the plan for expending all of the funds, a no-cost extension for a fifth year, etc..

Prior to recognizing State Superintendent Atkinson for her report, Chairman Cobey announced and congratulated Dr. Atkinson for her recent election, in November, as President-Elect of the Council of Chief State School Officers (CCSSO), which is the national association comprised of the nation’s state superintendents.

### **STATE SUPERINTENDENT’S REPORT**

**Dropout Prevention – Two NC School Districts Pass Resolutions to Raise Dropout Age to 18**  
Senate Bill 402, Session Law 2013-360, Section 8.49(a-d) requires that the State Board of Education authorize a pilot program for the Hickory Public Schools and the Newton-Conover City Schools to raise the high school dropout age from 16 years of age to 18 years of age.

The legislation states that the State Board of Education shall not authorize the pilot program except upon the receipt of a joint resolution adopted by the Hickory Public Schools and the Newton-Conover City Schools setting forth a date to begin establishment and implementation of the pilot program.

Attachment 1 provides a copy of the resolutions setting July 1, 2014, as a date to establish and begin the program.

Dr. Atkinson stated that she would ask the Board, at the end of her report, to authorize that pilot.

### **Principals' READY Initiative – Regional READY Meetings for Principals**

Regional professional development sessions for principals convened in all eight regions across the state during November.

READY meetings were

- Attended by more than 50 percent of all principals (1,235)
- Supported by a grant from the National Cross-State Learning Collaborative

Principals developed their understanding of the NC Professional Teaching Standards and the Evaluation Rubric.

- Interactive sessions included video discussions, ratings activities and providing specific and constructive feedback to teachers.
- Resources and tools for interactive staff meetings were shared in these sessions.
- Human Resource Directors were also invited to participate with principals and several superintendents attended with their leadership teams.
- The second round of training in the spring will include crucial conversation coaching as requested by participating principals.

### **Superintendent's Parent Advisory Council Meets**

The State Superintendent's Parent Advisory Council met November 20, 2013, with public school parents and parent involvement coordinators from across the state attending. The Council

- discussed the role of the Parent Advisory Council
- participated in broad-ranging question and answer session with DPI staff
- provided input on Elementary and Secondary Education Act waivers

### **Professional Development Via Home Base – Online Home Base Professional Development System Pilot**

The new online professional development system is hosting a four-week facilitated course: *Introduction to Universal Design for Learning* (facilitated course with peer interaction).

The pilot

- hosts 60 teachers from across the state,
- addresses how to facilitate instruction for diverse learners.

Universal Design for Learning (UDL) consists of a set of principles for curriculum development that gives all individuals equal opportunities to learn.

This course is instructor led, and has opportunities for peer collaboration. More than 300 teachers expressed interest in the course and are ready to register when the system launches.

### **Internal Audit Risk Assessment and Audit Plan**

Internal Audit and Advisory Services provides unbiased, objective assessments of whether the resources of the Department of Public Instruction are responsibly and effectively managed to achieve intended results.

- Internal audit supports the Department of Public Instruction by providing independent oversight, insight, and foresight in the form of financial audits, operational audits, investigations, and advisory services.
- In order to meet the responsibilities and objectives as set forth in G.S.§ 143, Article 79, it is necessary for Internal Audit and Advisory Services to perform reviews and audits of varying types depending on the circumstances and requests from management.
- Each fiscal year a flexible audit plan is developed based on a risk-assessment methodology, as well as requests from management. )See Attachments 2 and 3)

### **Recent Activities of the State Superintendent**

#### **☐ Attended and/or delivered remarks/keynote address at**

- Governor’s Teacher Advisory Committee, Raleigh
- Shining Star Awards Ceremony, Raleigh, NC
- Super Kids Benefit, Raleigh, NC
- Phi Delta Kappa Digital Leadership Event, Charlotte, NC
- Council of Chief State School Officers (elected President), Richmond, NC
- Gaston County Principals’ Meeting, Cramerton, NC
- Public School Forum “Evening with the State Superintendent,” Raleigh, NC
- Rocky Mount Chamber of Commerce “State of Education Update,” Rocky Mount, NC

### **RttT Monthly Highlights of Activities Completed**

#### **RttT Management (includes Project Management, Budget, and Communications):**

- Provided monthly RttT status report at State Board of Education (State Board) meeting on November 7
- Continued meeting with Governor McCrory’s education advisor to discuss the Governor’s proposals on testing and alternate use of RttT funds that may lead to amendments to current USED-approved Detailed Scope of Work (DSW) and Budget
- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 15 amended DSWs this month as of November 19. Have approved 99 LEA/Charter School amended DSWs since July 1, 2013.
- Managed statewide release of the new assessment results on November 7, which included a live media briefing held the day of the release, along with the addition to the website of a video from the State Superintendent about the results; the release complemented work in previous months (e.g., development of talking points, sample letters, information packets, and conducting webinars) to support LEA efforts to communicate with their stakeholders about why the new scores were significantly lower
- Initiated the development of a Best Practices Guide for Home Base for distribution to communications directors, superintendents, and others across the state to assist them in reaching their various audiences with news and updates about Home Base and on positioning and branding Home Base in their LEAs and charter schools; target date for publication is February 2014
- Surveyed LEA communications directors about the kinds of issues they are facing in communicating around Home Base in order to provide additional support to them in the coming months; NCDPI staff are in the process of reviewing the results of this survey following its close on November 26

- Continued communicating around Home Base implementation and support for districts, schools and charters; communication vehicles included the Home Base Biweekly Update, an external stakeholders meeting, routine email updates (such as the superintendent and principal messages), and a daily report on known issues and resolutions
- Continued developing the messaging strategy for NC Educator Evaluation System (NCEES) and the Measures of Student Learning (MSLs) by meetings with contract PR firm to begin developing communications materials for the NCEES Theory of Action and redesign of the Educator Effectiveness Model portion of the NCDPI website

### Standards & Assessments:

- Provided English Language Arts (ELA) professional development (PD) to teachers and central office instructional leaders on Text Sets at all eight Regional Education Service Alliances (RESAs); text sets are collections of resources from different genres, media, and levels of reading difficulty, designed to be supportive of the learning of readers with a range of experiences and interests and to help students to create their own connections to varied texts and encourage inquiry
- Presented to the State Board of Education on November 7 the statewide summative assessment results from the first year (2012-13) of implementing the new *NC Standard Course of Study*
- Published two new additions of the “ELA Scoops” online newsletter for teachers and instructional leaders, one for K-5 educators (<http://simplebooklet.com/elascoopvol2no2>) and one for middle grades educators (<http://simplebooklet.com/elascoopvol2no2>)
- Held two instructional webinars for ELA teachers that focused, respectively, on Text Sets and using the Equip rubric to help teachers evaluate their own teacher-developed resources and make improvements
- Continued work to update the ELA WIKI to make it more user friendly and to add resources directed at helping parents understand the new *NC Standard Course of Study* (<http://elacss.ncdpi.wikispaces.net>)
- Continued to update the Math WIKI to add resources (<http://maccss.ncdpi.wikispaces.net/home>)
- Finalized and uploaded K-2 and 6-8 Lessons for Learning
  - Uploaded a webinar and support materials for elementary math teachers on Computational Fluency, Algorithms, and Mathematical Proficiency and uploaded the webinar to the math wiki along with support materials
  - Posted 3-5 Formative Assessment Tasks Math II and Math III Unpacking - these documents identify what is to be taught and how it is to be taught
  - Uploaded Secondary Mathematics fall 2013 regional professional development focused on “Putting the Mathematical Practices into Action”
  - Uploaded Meredith College PD of Math I, II, and III focused on the implementation of tasks aligned to the Math I, II, and III standards.
  - Uploaded Math I, II, and III Alignment Documents (alignment of Math I, II, and III standards to Core-Plus Mathematics and alignment of the Math I, II, and III standards to the Appendix A course sequence)
  - Uploaded North Carolina Final Exam Specifications:
    - CC Algebra II, CC Geometry, Math II, Math III, and Integrated Mathematics III
    - 2003 Geometry, 2003 Algebra II
    - 2003 Advanced Functions and Modeling, 2003 Pre-Calculus, and 2003 Discrete Mathematics
- Continued work to roll out OpenClass, including training for NCDPI and LEA staff

- Continued working with Pearson to create performance monitoring reports that contain information such as current enrollment system-wide, the number of successful logins, failed logins, assessments created, assessments administered, lesson plans created, and the number of resources at the state level
- Initiated a pilot four-week professional development (PD) facilitated course (Introduction to Universal Design for Learning) with 60 staff; the pilot, which has reached capacity at two sections of 30 participants each, runs Nov. 11 through Dec. 15 and will test the functionality of the new Home Base Online PD System
- Continued delivering ongoing training on Home Base tools, including refresher courses for LEAs and internal staff on Schoolnet portion of Home Base
- Continued work with vendor to adjust Schoolnet configurations to maximize usefulness and performance
- Began the loading process for new assessment items and historical assessment data for use in Schoolnet Dashboards
- Continued the curation and addition of content and assessment items in instructional improvement system

### **Great Teachers & Principals:**

- Redesigned educator evaluation dashboard reports to incorporate State Board of Education policy changes from October 2013; currently testing new reports before release to administrators and teachers
- Identified teachers and other certified school staff at low-performing schools eligible for school-level or individual-level bonuses based on student growth; funds will be allotted to districts in December
- Began shipping of NC Final Exams to districts and charter schools for first semester administration
- Created process for local districts and charter schools to request the use of school-wide data to determine Standard Six ratings for groups of educators
- Received more than 1,100 completed Analysis of Student Work (ASW) pilot applications from Arts Education, Healthful Living, World Languages, Advanced Placement and International Baccalaureate educators representing 97 LEAs and nine Charter Schools across North Carolina
- Began working through internal DPI contacts to add Occupational Course of Study (OCS), 7th grade Social Studies, and World History courses to the ASW pilot
- Organized the Limited English Proficiency (LEP) Standard Six Workgroup, comprised of LEP Coordinators and English as a Second Language teachers, on November 21, 2013, to develop student growth measurement recommendations for ESL teachers
- Continued providing leadership training and mentoring for 20 Kenan Fellows working on curricular projects and PD in three major areas related to implementation of the Mathematics and English/Language Arts components of the revised NC Standard Course of Study (nine fellows), Home Base (eight fellows), and Educator Effectiveness/Accountability (three fellows); mentors are currently reviewing each of the projects and providing feedback
- Continued providing on-site classroom observations and instructional coaching to 1,170 first and second year teachers in local school districts served by the New Teacher Support Program (NTSP)
- Provided one-on-one coaching and access to online resources to 208 first and second year TFA corps members
- Conducted PD on November 16, 2013 for North Carolina Teacher Corps (NCTC) Cohort I and II members (70 were able to attend); the primary topics were cultural responsiveness and participating in professional learning communities (PLCs) to foster student achievement
- Began planning for February PD for NCTC Cohort I and II members
- Provided job placement support for 106 NCTC Cohort I and II members; as of November 18, 2013, 96 corps members (91 %) were employed as classroom teachers in local school districts and receiving classroom observations and instructional coaching from NCTC staff
- Hired four regional part-time induction coaches to serve NCTC Cohorts I and II during the 2013-14 school year; the coaches began work November 12, 2013 and will each be employed approximately 20 hours per week

- Continued planning for the transition of NCTC from NCDPI to TFA in the 2013-14 school year, as directed by the General Assembly in the 2013 biennial budget
- Presented to the State Board of Education (SBE) November 6 on the development and ongoing implementation of the regional Leadership Academies (RLAs)
- Provided job placement support for the Regional Leadership Academy (RLA) graduates from Northeast Leadership Academy (NELA), Piedmont Triad Leadership Academy (PTLA) and Sandhills Leadership Academy (SLA) who are currently interviewing for leadership positions in high needs school districts
- Continued providing PD to NELA, PTLA, and SLA Cohort III administrative interns
- Learned that NELA was awarded a 5-year, \$4.7 million grant from the US Dept. of Education to continue the work of NELA after the end of the Race to the Top grant period, and add a summer intensive principal academy focused on instructional leadership for digital learning communities for current principals in NELA districts
- Reviewed requests from four private colleges and universities to add new licensure programs in school administration (advanced license, graduate program), comprehensive science (grades 9-12, initial license, undergraduate program), special education (general education, initial license, undergraduate program), and Academically and Intellectually Gifted (add-on license, graduate program); these requests will be submitted to the State Board of Education at their December meeting
- Completed the fall READY Principal initiative, focused on strengthening the skills of school administrators in using the NC Teacher Evaluation Process, on November 20; planning for the spring READY Principal sessions is underway
- Scheduled Seize the Data online courses that provide teachers with instruction on data literacy for the winter semester (November to January) and a spring semester (March to June); 62 participants are currently enrolled for the winter semester
- Held fall trainings for participants in the North Carolina Next Generation Superintendents Development Program (Superintendent Academy- SA) on October 10 and 11; during the two-day institute, 34 participants gained knowledge in digital learning, SAS/EVAAS Assessment, and marketing strategies
- Began planning for Summer Institutes 2014, which will take place in all eight regions across the state (regions 1, 2, 5, and 7 will hold simultaneous sessions on July 7-8, 2014, while regions 3, 4, 6, and 8 will participate simultaneously during July 9-10, 2014)
- Modified the NCEES online tool in Home Base based on feedback received from the field as PD Leads supported users with implementation

### **NC Virtual Public Schools:**

- Began deploying the Video Streaming program, Kaltura to teachers
- Continued revisions of first year courses; Earth and Environmental Science is complete and is going through the review process, while revisions for Math 2 and Math 1 are close to completion with the development team
- Continued the development process for the Biotechnology and AgriScience course scheduled for piloting in the spring of 2014
- Awaiting State Information Technology Services (ITS) approval for two mobile application Request for Proposals (RFPs)
- Continued weekly meetings of the STEM leadership group to plan for and provide targeted school support related the blended STEM courses
- Conducted PD sessions for November focused on new science standards and engineering guidelines; training is live in Moodle for teacher access;
- Began development of trainings for the month of December for National Science Standards and continued the learning around the Grand Challenge of Engineering
- Completed a needs analysis with virtual and face-to-face teachers of blended courses to determine needs for second semester

**Turning Around the Lowest-Achieving Schools (TALAS):**

- Completed Comprehensive Needs Assessment (CAN) visits for the following schools:
  - Charlotte-Mecklenburg County: Druid Hills ES; WG Byers ES (both TALAS)
  - Halifax County: Aurelian Springs ES; Enfield MS; Hollister ES; Northwest HS; Pittman ES; Scotland Neck Primary; Southeast HS (TALAS District)
- Continued providing PD and coaching for currently served schools/districts
- Continued collaboration and coordination with other RttT initiatives (Regional Leadership Academies, North Carolina Teacher Corps, and the New Teacher Support Program) as they continue working with TALAS schools and districts
- Continued collaboration between TALAS School Transformation Coaches and NCDPI Priority School Quality Reviewers to provide shared schools with the best possible assistance (more than 50 percent of the Priority Schools are schools on the RttT TALAS list)
- Conducted a Collaborative Coaches meeting for all District and School Transformation coaches, which focused on the data from school year 2012-13 with particular emphasis on the division's priorities and direction for the final year of the RttT grant and the possible extension into fifth year of service
- Planned for PD for School Leaders Session # 13, which will be conducted in December and consist of school visits to eight different school sites; principals at each of those schools will have the opportunity to highlight the turnaround processes that have yielded the most success in increasing student achievement; school leaders will have the opportunity to delve into practices that are successful by asking questions, observing implementation and having group discussions

**NC Education Cloud:**

- Finalized IAM team technical planning for the following applications: Google Apps, Discovery Education, MCNC Web Security Services, Follet, ActiveDirectory Syncing
- Continued to hold meetings between the IAM team and early adopter LEAs to build migration processes to ensure a smooth rollout
- Continued work of the Instructional Content Services team to develop a LMS RFP that would provide additional LMS functionality to LEAs including grade book and roster integration with PowerSchool
- Continued development of an RFP for applicant tracking tools; this modernization will continue to reduce the reliance on costly iSeries hardware
- Continued working with NC ITS to move the Mobile Device Management RFP for bid
- Continued working with LEAs, NCDPI, and the Office of State Budget Management to finalize details regarding the ongoing costs of cloud initiatives

**Science, Technology, Engineering & Math (STEM):**

- Continued development of STEM courses (through North Carolina School of Science and Mathematics):
  - Continued development, refinement, and revisions of multimedia content and copyright clearance efforts for Level I and II courses in response to reviewer feedback
  - Continued development of Level III courses in Biotechnology and Agriscience, Aerospace, Security and Automation, Energy and Sustainability, and Health and Life Sciences
- Provided ongoing instructional and leadership coaching (through North Carolina New Schools)
  - Provided 59 days of instructional coaching: 11.5 at Anchor schools and 47.5 at Affinity schools
  - Provided 21 days of leadership coaching: five days at Anchor schools and 16 days at Affinity schools
  - Provided PD on face-to-face collaboration and networking to 37 teachers from 16 of the 20 Anchor/Affinity schools, November 19-20
  - Provided PD focusing on mathematics education on November 7 to two teachers and one principal at Wake NCSU STEM Early College High School

- Conducted a webinar for principals of five of the 20 Anchor/Affinity Schools operating as Early College High Schools to provide them with a chance to collaborate with their peers to address issues they encounter in their work
- Held conference call with representatives from the Industry Innovation Councils to plan opportunities for teachers to interact with local industry in the summer of 2014 (through externships and a STEM Day event on June 23)

### **Evaluation:**

- Continued on-going project meetings for fall data collection and analysis related to Teacher and Leader Effectiveness
- Continued data collection and analysis for reports related to the Distribution of Teachers and Leaders
  - Submitted final updated draft of *The Distribution of Teacher Value Added in North Carolina* (teacher quality) baseline report. Plan to submit the report to the State Board of Education in December
  - Completed the revised draft reports *North Carolina Teacher Corps: Year One Implementation Report*, and *Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report* which were approved by the State Board of Education in November
  - Submitted initial draft of the report titled *North Carolina New Teacher Support Program: Interim Evaluation Report* to NCDPI for review
- Continued data collection for reports related to PD
  - Submitted initial draft of the report titled *Third Annual Race to the Top Professional Development Evaluation Report* to NCDPI for review
  - Continued planning and data collection related to Year 4 PD
- Continued data collection and analysis related to District and School Transformation evaluation activities
- Received expenditure data and began coding data for next report on local spending plans
- Revised for submission to DPI the Overall Cost-Analysis report (after review by project leads for additional project-level spending information)
- Submitted final draft 2013 overall formative findings memo and presented formative findings during the November 6 State Board of Education meeting

### **Internal Auditing**

Dr. Atkinson recognized Ms. Jeani Allen (Internal Auditor) for a presentation related to the audit process within the Department.

Ms. Allen provided a brief overview about the purpose and requirements of state and internal auditing as well as the processes for determining risk factors.

### **Legislative Update**

Superintendent Atkinson recognized Ms. Rachel Beaulieu to provide the legislative update.

Ms. Beaulieu provided an overview of the recent PowerSchool presentation to the Joint Legislative Information Technology Oversight Committee. In addition to the presentation on the 2012-13 End-of-Grade and End-of-Course Scores, presentations to the Joint Legislative Education Oversight Committee included Model Teacher Contracts, 21<sup>st</sup> Century Learning Grants, and School Safety. Ms. Beaulieu also highlighted the list of Education

Committees/Work groups future meetings included on the one-page handout, which is posted on the State Board website.

### **Dropout Prevention – Pilot Program**

Dr. Atkinson requested that the State Board of Education authorize the pilot program for Hickory Public Schools and Newton-Conover City Schools to raise the high school dropout age from 16 years of age to 18 years of age.

Chairman Cobey called for a motion. Following the motion, and in response to Board member McDevitt's question, Dr. Atkinson explained that additional legislative action is not required. Mr. McDevitt stated that this is a great opportunity to gather some data, but will require cooperation from the court system because of truancy implications. Dr. Atkinson added that this is a collaborative effort between the two school districts and business and industry.

Mr. McDevitt suggested that, in the future, the Board hear a presentation from the two districts about their experiences with this pilot for the Board's consideration of future statewide implementation.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Greg Alcorn, the Board voted unanimously to authorize Hickory Public Schools and Newton-Conover Schools to raise the high school dropout age from 16 years of age to 18 years of age, effective July 2014. (See Attachment 1)*

### **Rules Review Council Update**

Chairman Cobey recognized Ms. Katie Cornetto to provide the Rules Review Council Update.

Ms. Cornetto provided a status update of the rulemaking process of the two rules submitted to the Rules Review Commission for codification – Read to Achieve and High School Accreditation Framework. She explained that a temporary rule is presented for approval to be included in the Administrative Code.

She also informed the Board that, as a part of the recent legislative session, the General Assembly passed the Regulatory Reform Act in 2013, which requires the Department and the State Board to do a periodic review of existing rules. She noted that there are approximately 150 rules that staff are reviewing to place in one of three categories: 1) Necessary with substantive public interest, 2) Necessary without substantive public interest, and 3) Unnecessary.

### CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Cobey noted nine items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve the Consent Agenda.

*Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Marcella Savage, the Board voted unanimously to approve GCS 6 – Changes to the 2012-13 READY Accountability Model/AMO (Annual Measurable Objectives) Results , GCS 7 – Report to the North Carolina General Assembly: Headcount of Limited English Proficient Students to Fiscal Research, GCS 8 – Report to the North Carolina General Assembly: Residential School Changes, GCS 9 – Race to the Top Evaluation Report: STEM Affinity Network – Third Year Report; TCP 6 – The Distribution of Teacher Value Added in North Carolina; TCS 4 – Amendment to SBE Policy # TCS-C-108 Regarding the Implementation of NCWISE to PowerSchool, TCS 5 – Report on the Use of Funds in the At-Risk and Improving Student Accountability Allotments, TCS 6 – Report on Public School Procurement of Information Technology; and LFI 3 – Annual Report on Charter Schools to the General Assembly as presented. (See Attachments)*

### GLOBALLY COMPETITIVE STUDENTS

(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

#### **CONSENT**

#### **GCS 6 – Changes to the 2012–13 READY Accountability Model/AMO Results**

**Policy Implications:** General Statute § 115C-105.20.40 (Article 8B), 115C-105.35

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Accountability Services)

#### **Description:**

Changes to the 2012-13 READY Accountability Model/AMO Report will be presented to the State Board of Education for Consent at the December 2013 meeting.

#### **Recommendation(s):**

It is recommended that the State Board of Education approve the changes to the 2012-13 READY Accountability Model/AMO Report.

**CONSENT**

**GCS 7 – Report to the North Carolina General Assembly: Headcount of Limited English Proficient Students to Fiscal Research**

**Policy Implications:** Session Law 2003-284, Section 7.15(b)

**Presenter(s):** Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Ms. Christie Lynch Ebert (Section Chief, K-12 Programs Area, Division of K-12 Curriculum and Instruction)

**Description:**

This report provides the Headcount of Limited English Proficient Students in North Carolina Public Schools as of October 1, 2013. In accordance with SL 2003-284, Section 7.15(b), the Department of Public Instruction is required to prepare a headcount of all limited English proficient (LEP) students and report it to the Joint Legislative Education Oversight Committee by December 1 of each year.

The current enrollment of those students identified and assessed, as limited English proficient in accordance with the policies of the State Board of Education as of October 1, 2013, is included in the report. The report includes an accompanying table, which lists the number of students by all 115 LEAs and 107 charter schools.

**Recommendation(s):**

It is recommended that the State Board of Education accept the report for submission to the General Assembly.

**CONSENT**

**GCS 8 – Report to the North Carolina General Assembly: Residential School Changes**

**Policy Implications:** Session Law 2013-247 (HB 868)

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. William J. Hussey, (Director, Exceptional Children Division)

**Description:**

This item is submitted to the State Board of Education to comply with the following legislative mandate: DPI shall study and develop recommendations on educational options, including residential services, for students with visual and hearing impairments. DPI shall report its findings and recommendations from the study to the Joint Legislative Education Oversight Committee on or before January 1, 2014.

**Recommendation(s):**

It is recommended that the State Board of Education accept this report for submission to the Joint Legislative Education Oversight Committee and the General Assembly.

**CONSENT**

**GCS 9 – Race to the Top Evaluation Report: STEM Affinity Network – Third Year Report**

**Policy Implications:** N/A

**Presenter(s):** Dr. Audrey Martin-McCoy (Policy Analyst, State Board of Education) and Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

**Description:**

The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) is conducting an independent external evaluation of North Carolina’s Race to the Top (RttT) initiatives. CERE–NC is a partnership of the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro. The roles of the CERE-NC are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals; and (4) inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

Evaluation reports have been submitted to the State Board of Education since September 2011. This month, the following evaluation report is being submitted for review and approval.

The third annual report on the North Carolina Race to the Top (RttT) STEM initiative documents ongoing implementation of the initiative in participating anchor and affinity schools and assesses intermediate outcomes for students and staff in the third year of implementation.

Findings and recommendations are outlined in the report, as well as next steps in the evaluation. Based on analyses of RttT STEM initiative activities to date, the Evaluation Team concluded that structures for networking, professional development, curriculum development, and partnerships are in place to support anchor and affinity schools, as intended. While all four areas of implementation have received attention from the Implementation Team, some progressed more than others. In many cases, there are components within each area that moved faster or slower relative to other components. Additionally, staff and student surveys reveal that after one year of implementation, a subset of the affinity schools (the comprehensive schools) lag behind the anchor schools and the other affinity schools (small new schools and STEM Academies) in all four areas of implementation, as well as in intended student outcomes.

**Recommendation(s):**

It is recommended that the State Board of Education accept this report for submission to the General Assembly.

**21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT**  
**(Dr. Olivia Oxendine, Chair; Mr. John Tate, Vice Chair)**

**CONSENT**

**TCP 6 – The Distribution of Teacher Value Added in North Carolina**

**Policy Implications:** N/A

**Presenter(s):** Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office), Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

**Description:**

The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) is conducting an independent external evaluation of North Carolina’s Race to the Top (RttT) initiatives. CERE–NC is a partnership of the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro. The roles of the CERE-NC are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

Evaluation reports have been submitted to the State Board of Education since September 2011. This month the following evaluation report is being submitted for review and approval: Distribution of Teacher Value Added in NC.

North Carolina’s RttT plan includes several specific interventions that are designed to improve the effectiveness of teachers and reduce inequities in the distribution of and student access to effective teachers. The purpose of this report is to provide a baseline for the evaluation of the impacts on effective teacher distribution and assess that result from implementation of the state’s RttT plan. In February 2012, the North Carolina State Board of Education adopted the Educator Value-Added Assessment System (EVAAS), a product of the SAS Institute, as the measure of student growth to be used to assess teachers on the North Carolina Educator Evaluation System’s new sixth standard. For this report, the Evaluation Team analyzed the “value-added” EVAAS index scores of approximately 35% of North Carolina teachers, grades 5 through 8, in the 2008-09 through 2009-10 school years. The report uses the EVAAS index scores calculated by the SAS Institute as the sole measure for an individual teacher’s “value added,” which is defined as a teacher’s contribution to gains in student achievement, and for this study is based on students’ prior test scores.

Based on analyses of EVAAS scores, the results in this report suggest that, prior to RttT, students in low-achieving, high-poverty, and high-minority schools tended to have teachers with lower value-added scores. North Carolina’s RttT plan includes several such initiatives that are designed to make access to teachers that are more effective more equitable, including initiatives for the specific distribution of effective teachers and leaders, under the assumption that effective principals will attract high value-added teachers. In addition, school transformation efforts can improve access to effective teachers in

low-achieving schools. The baseline assessments in this report represent a starting point from which the RttT initiatives to improve equitable access to high value-added teachers can be assessed at the end of the RttT grant period.

**Recommendation(s):**  
N/A

**CONSENT**  
**TCP 5 – Race to the Top Evaluation Report: North Carolina Teacher Corps: Year One**  
**Implementation Report**  
**Policy Implications:** N/A

**Presenter(s):** Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office), Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

**Description:**  
The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) is conducting an independent external evaluation of North Carolina’s Race to the Top (RttT) initiatives. CERE–NC is a partnership of the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro. The roles of the CERE-NC are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

Evaluation reports have been submitted to the State Board of Education since September 2011. This month the following evaluation reports are being submitted for review and approval.

*North Carolina Teacher Corps: One Year Implementation Report* – This evaluation focuses on the use of RttT funds to develop a North Carolina Teacher Corps (NCTC) and to expand the presence of Teach for America (TFA) in the state. The evaluation’s goals are to assess the extent to which these programs contribute to an increase in the presence of effective teachers in the high-need schools and Local Education Agencies (LEAs that are traditional school districts and charter schools) targeted in the RttT proposal. This second report includes an analysis of quantitative and qualitative data gathered during the first year of the NCTC initiative and provides formative feedback to NCTC in support of its growth and improvement. Due to timing and data availability, this second report does not include updated information about the evaluation of the RttT-supported expansion of TFA in eastern North Carolina.

Findings indicate that 108 individuals were accepted for NCTC. Eighty-nine individuals were eligible for employment for the 2013-14 school year. Though recruitment and placement numbers were up for the second cohort, NCTC still fell short of the stated goal in the revised North Carolina RttT Scope of Work to place 150 new teachers in high-need public schools by the start of 2013-14. Non-corps member teachers and principals in employing schools generally were positive about the preparation levels of the corps members. Interviewed principals noted that several avenues of school-based support are available for corps members, but corps

member feedback about these support systems was mixed. Eleven of the 30 inaugural cohort corps members left the program either before securing employment or before completing their first year of teaching and NCTC responded to the early departures with several new retention procedures. Corps members unequivocally agreed that the ongoing support provided by NCTC leadership after being employed was strong and responsive.

**Recommendation(s):**

The State Board of Education is asked to accept this report.

**CONSENT**

**TCP 6 – Race to the Top Evaluation Reports *Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report***

**Policy Implications:** N/A

**Presenter(s):** Dr. Audrey Martin-McCoy (Policy Analyst, SBE Office), Dr. Trip Stallings (Director of Policy Research, Friday Institute for Educational Innovation, NC State University)

**Description:**

The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) is conducting an independent external evaluation of North Carolina’s Race to the Top (RttT) initiatives. CERE–NC is a partnership of the Carolina Institute for Public Policy at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro. The roles of the CERE-NC are to (1) document the activities of the RttT initiatives; (2) provide timely formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period.

Evaluation reports have been submitted to the State Board of Education since September 2011. This month the following evaluation reports are being submitted for review and approval.

*Distinguished Leadership in Practice (DLP): Second Annual Evaluation Report* - This report focuses on the use of RttT funds in providing high quality, accessible professional development to all practicing principals through a program aligned to the performance evaluation standards adopted by the State Board of Education for North Carolina’s school leaders (i.e., the North Carolina Standards for School Executives). The Distinguished Leadership in Practice (DLP) program is provided by the North Carolina Principals and Assistant Principals’ Association (NCPAPA) in partnership with North Carolina Department of Public Instruction (NCDPI). The purpose of this evaluation is to provide detailed information about the implementation and impact of this professional development effort. This evaluation study is one part of a larger effort to evaluate the implementation and impact of RttT professional development initiatives in order to determine if the initiatives as implemented have led to the intended outcomes with respect to school leader practice, the culture and climate of achievement at those leaders’ schools, and, potentially, teacher and student performance. Participants examine the meaning and application of school leadership through a problem-based approach delivered via a series of face-to-face, regional, cohort-based sessions, supplemented by online activities. Throughout the yearlong experience, practicing principals are coached using a continuous improvement model. Participants

are provided with models of exemplary school leadership, which allows them to study the behaviors, attitudes, and competencies that define a distinguished school leader.

Findings indicate that in Year 2, 135 principals completed the entire DLP program. Participant feedback and observational data indicated that the DLP program as a whole was high quality and relevant to their professional development needs. They also indicated that they developed a better understanding of learning objectives through the program. Some feedback suggests that participants enjoyed the face-to-face more than the online sessions. Regional differences in participant satisfaction exist, yet these finding may be more likely associated with the participants themselves and related group dynamics. Based on self-reported ratings, nearly half of Year 2 participants who had room for improvement increased their principal evaluation rating over the course of their year in program. Most program completers reported noticing improvements in their schools' culture, student achievement, and student performance as compared to those who withdrew from the DLP program.

**Recommendation(s):**

The State Board of Education is asked to accept this report.

**TWENTY-FIRST CENTURY SYSTEMS  
BUSINESS/FINANCE AND ADVOCACY COMMITTEE  
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)**

***CONSENT***

**TCS 4 – Amendment to SBE Policy # TCS-C-018 Regarding the Implementation of NCWISE to PowerSchool**

**Policy Implications:** SBE Policy # TCS-C-018

**Presenter(s):** Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services)

**Description:**

This item updates TCS-C-018, “Policy regarding the implementation of NC WISE” to reflect the migration from NC WISE to PowerSchool as the state’s selected Student Information System.

**Recommendation(s):**

It is recommended that the State Board of Education approve the amendments to the policy.

***CONSENT***

**TCS 5 – Report on the Use of Funds in the At-Risk and Improving Student Accountability Allotments**

**Policy Implications:** Session Law 2005-276, Section 7.61; Senate Bill 897, Section 7.22

**Presenter(s):** Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

This report presents the information required by legislation in SL 2005-276, Section 7.61. Senate Bill 897, Section 7.22 modifies the original requirements (see attached report).

To remain eligible for funds appropriated for the At-Risk/Alternative Schools allotment and the Improving Student Accountability allotment, LEAs must submit a report to the State Board of Education by October 31 of each year detailing the expenditure of the funds and the impact of these funds on student achievement.

**Recommendation(s):**

It is recommended that the State Board of Education accept this report for submission to the Governor and the General Assembly.

**CONSENT**

**TCS 6 – Report on Public School Procurement of Information Technology**

**Policy Implications:** Session Law 2013-360 (SB 402 Budget Bill) Section 7.6(c)

**Presenter(s):** Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services)

**Description:**

This report is being submitted to the State Board of Education to comply with the following legislative mandate: By October 1, 2013, and quarterly thereafter, the Office of the State CIO and DPI shall report on the establishment of public school cooperative purchasing agreements, savings resulting from the establishment of the agreements, and any issues impacting the establishment of the agreements. The reports shall be made to the Joint Legislative Oversight Committee on Information Technology, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division.

**Recommendation(s):**

It is recommended that the SBE accept this report for submission to the Governor and the General Assembly.

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

**CONSENT**

**LFI 3 – Annual Report on Charter Schools to the General Assembly**

**Policy Implications:** General Statute § 115C-238.29I(c)

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

**Description:**

In August 2013, Senate Bill 337 made several changes to the charter school statute. One of those changes was to require an annual report from the State Board of Education due no later than January 1 to the Joint Legislative Education Oversight Committee. The annual report must include the following components:

- (1) The current and projected impact of charter schools on the delivery of services by the public schools.
- (2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- (3) Best practices resulted from charter school operations.
- (4) Other information the State Board considers appropriate.

The draft version of this first annual report is provided for the State Board. In addition to the required components, the report includes brief historical information about charter schools, enrollment and funding data, demographic comparisons, a description of the Office of Charter Schools, and hopes for future goals. Certain sections of the report are still awaiting data for the final version, and they are highlighted in yellow. For instance, the deadline for the new charter applications is December 6, 2013, at 5 pm. Once that deadline has passed and analysis performed on the submitted applications, it will be inserted into the appropriate section of the report.

**Recommendation(s):**

It is requested that the State Board of Education members accept the report that will be submitted to the Joint Legislative Education Oversight Committee regarding charter schools in North Carolina.

**ACTION AND DISCUSSION AGENDA**

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

***DISCUSSION***

**LFI 1 – Program Approval Requests Under the Innovative Education Initiatives Act**

**Policy Implications:** General Statute § 115C-238.50 Part 9

**Presenter(s):** Mr. Rob Hines (Director, LEA Projects)

**Description:**

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming.

Recent legislative changes to the enabling statute require a two-step approval process. First, the State Board of Education provides a programmatic review and approval. Upon completion of that step, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may open the SBE-approved program with local funds, if desired.

Five school districts are requesting approval for eight schools. All five districts are requesting funding from the General Assembly.

**Recommendation(s):**

It is recommended that the SBE approve the program and exemption requests as presented.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the TCP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in December, and will be presented for Action in January 2014. (See Attachment LFI 1)

***DISCUSSION***

**LFI 2 – Final Approval for 2014 Charter Schools**

**Policy Implications:** General Statute § 115C-238.29; SBE Policy # TCS-U-013

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter School)

**Description:**

Seventy applicants submitted charter applications ahead of the March 1, 2013, 12:00 PM deadline with the hope of opening and operating a charter school in August 2014. The Public Charter School Advisory Council (PCSAC) divided into three subcommittees to review each complete application and any LEA impact statements. This level of review, which included the creation of a uniform rubric to be used for each applicant, was completed by the end of April 2013.

Through the review and majority vote, the PCSAC invited the boards of 32 applicant groups for interviews to occur during June and July of 2013. Each applicant group was provided an opportunity to address any deficiencies or concerns while the Council asked additional clarifying questions. Upon concluding the interviews, the PCSAC deliberated and voted to recommend 26 applicant groups for preliminary approval by the State Board of Education. Applications, rubrics, and impact statements are located on the following Office of Charter School webpage:

<http://www.ncpublicschools.org/charterschools/applications/2014-15>.

Those 26 applicant groups were presented to the State Board of Education in September 2013 and were granted preliminary approval -- some with specific stipulations that have already been met or will be in

the near future. Those applicant groups are listed below; however, Attachment 1 has more information about each group (county, LEA, grades served, and projected 10-year enrollment):

1. A.C.E. Academy
2. Anderson Creek Club Charter School
3. Bradford Preparatory School
4. Cardinal Charter Academy
5. Carolina STEM Academy
6. Charlotte Charter High School (name will be changing per SBE directive)
7. Charlotte Learning Academy
8. Concrete Roses STEM Academy
9. Dynamic Community Charter School
10. Entrepreneur High School
11. Envision Science Academy
12. Heritage Collegiate Leadership Academy
13. Invest Collegiate-Buncombe
14. KIPP Halifax College Preparatory
15. Pioneer Springs Community School
16. Providence Charter High School
17. Reaching All Minds Academy
18. South Brunswick Charter School
19. The Capital Encore Academy
20. The Franklin School of Innovation
21. Thunderbird Preparatory Academy
22. United Community School
23. Wake Forest Charter Academy
24. Wayne Preparatory Academy
25. West Charlotte Charter High School (name will be changing per SBE directive)
26. Wilson Preparatory Academy

The board members of the 26 schools have attended preliminary planning sessions led by DPI staff and current charter school leaders focused on governance, charter school law, school finance, federal programs and school operations since September 23, 2013. Attachment 2 provides an overview of the planning year and the sessions provided for these applicant groups. These sessions are in accordance with SBE policy # TCS-U-013, which mandates the planning year for charter applicants.

If granted final approval, the boards of these 26 applicant groups will be asked to complete a Ready to Open (RTO) process to ensure that a quality public charter school opens on time and is prepared on day one to meet their promise to the community. The RTO Process that will be implemented by the Office of Charter Schools can be seen in Attachment 3. The process includes a listing of items essential for the school to have prepared no later than the last business day of May 2014. Applicant groups that are having significant issues will receive a pre-operational visit from the Office of Charter Schools that could result in additional information being shared with the State Board.

At the October 2013 meeting of the State Board of Education, the Board adopted modifications to several policies related to charter schools. One adopted policy stated that the initial term for new charter schools would be five years. Although the policy has not completed the rule making process, G.S. § 115C-238.29D(d) grants the State Board of Education legislative authority to establish a charter term "not to exceed 10 years."

Since setting the initial charter term at five years is permitted by statute, the State Board had to weigh several matters in making this decision. The bullets below highlight some of the reasons for the five-year initial term:

- The average existence of many schools that have closed in NC is just over five years.
- Thirty other states have initial charter terms of five years or less.
- The executive summary of January 2013, CREDO report on Charter School Growth Replication states the following on page 5: "80% of schools in the bottom quintiles of performance remain low performers through their fifth year." Thus, a shorter initial term does not deny a school the opportunity for a 10-year charter in the future. Simply, charter schools must earn the longer charter by producing high quality academic results in its first few years of existence.
- The 2012 Principles and Standards put forward by the National Association of Charter School Authorizers (NACSA) states on page 26: "NACSA recommends five operating years per charter term. Such a term allows a school to develop beyond the startup phase and to produce a sufficient performance record and body of data needed for sound high-stakes decision making."
- The 2009 National Alliance for Public Charter Schools' model law also suggests "an initial term of five operating years."

**Recommendation(s):**

Recommendations will be made based on successful completion of planning year requirements and presented at January 2014 SBE meeting.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. Additional information will be provided prior to the Board's approval in January, according to Chair Taylor.
- There was no further discussion.

This item is presented for Discussion in December, and will be presented for Action in January 2014. (See Attachment LFI 2)

***NEW BUSINESS***

Under New Business, LFI Committee Chair Rebecca Taylor shared that on Wednesday, the LFI Committee received an informative update about North Carolina Virtual Public School from Executive Director Tracy Weeks about the NCVPS Annual Report.

**GLOBALLY COMPETITIVE STUDENTS**  
(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

***ACTION***

**GCS 1 – Credit by Demonstrated Mastery**

**Policy Implications:** SBE Policy # GCS-M-001

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs) and Mr. Rob Hines (Director, LEA Projects)

**Description:**

In spring 2012, DPI established a working group that included internal staff, NC Virtual Public School staff, and several school district representatives to study the issue of removing seat-time

from course requirements under certain situations and permitting students to earn “credit by demonstrated mastery” when appropriate, based on a multi-phase assessment. This need arose from various stakeholders in the field, ranging from parents/students to superintendents to AIG and curriculum and instructional leaders. This working group made recommendations to the SBE in December 2012 regarding policy changes that would permit students to earn credit by demonstrating mastery at a level of deep understanding. Key issues facing the working group included determining what a systemic approach to allowing credit via mastery learning requires and what constitutes acceptable evidence of mastery learning. This policy was approved by SBE in December 2012. Current implementation is expected for student placement in 2014-15.

Because of this policy, the Credit by Demonstrated Master (CDM) Working Group has developed Implementation Guidelines to support a statewide framework for CDM while honoring local context and needs. The CDM Working Group has also created an LEA Toolkit, which contain samples of forms and presentations that can be adapted and used in LEAs.

Based on the GCS Committee feedback during the November 2013 SBE meeting, DPI is presenting three options to revise this current policy. These options will provide SBE members the opportunity to amend the implementation of the current CDM policy based on feedback from school districts. DPI recommends that the SBE adopt Option 1, which changes the implementation timeline, in response to LEAs, but still maintains the major emphasis of the CDM policy to support and personalize learning for students.

**Recommendation(s):**

State Board of Education members are asked to review and determine which option they prefer to amend the current policy.

**Discussion/Comments:**

- GCS Committee Chair Marcella Savage directed Board members to a one-page handout, printed on yellow paper and located at their places, which contains additional information for Board members. She recognized Ms. Coltrane to provide the additional information to the Board as a result of the GCS Committee discussion on Wednesday.

- Ms. Coltrane reviewed the handout containing the language of Credit by Demonstrated Mastery as discussed on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Marcella Savage, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to adopt the amendments for the current SBE Policy # GCS-M-001 – Credit by Demonstrated Mastery. (See Attachment GCS 1)*

***ACTION***

**GCS 2 – North Carolina General Assembly’s Read to Achieve Program – Public Hearing**

**Comments**

**Policy Implications:** General Statute § 115C-83; APA # 16 NCAC 6D.0508

**Presenter(s):** Ms. Katie Cornetto (Staff Attorney, State Board of Education)

**Description:**

The Excellent Public Schools Act amended G.S. § 115C-83 to include the NC General Assembly's Read to Achieve Program. Effective with the 2013-14 school year, the NC Department of Public Instruction shall implement the Read to Achieve Program, which requires local education agencies (LEAs) and charter schools to ensure reading proficiency by the third grade.

**Recommendation(s):**

The State Board of Education is requested to approve the proposed rule as presented. After approval, the rule will be filed with the Rules Review Commission in January 2014 for publication in the NC Register.

**Discussion/Comments:**

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Marcella Savage, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to adopt the North Carolina General Assembly’s Read to Achieve rule and directed the Department to submit the text to the Rules Review Commission for codification in the administrative code. (See Attachment GCS 2)*

***ACTION***

**GCS 3 – High School Accreditation Framework – Public Hearing Comments**

**Policy Implications:** Session Law 2011-306; HB 342; APA # NCAC 6G.0504

**Presenter(s):** Ms. Katie Cornetto (Staff Attorney, State Board of Education)

**Description:**

The State Board of Education may accredit schools in North Carolina, upon the request of a local board of education. The proposed rule provides the framework for the accreditation process conducted by the NC Department of Public Instruction. This proposed rule will replace SBE Policy # GCS-B-000.

**Recommendation(s):**

The State Board of Education is requested to approve the proposed rule as presented. After approval, the rule will be filed with the Rules Review Commission in January 2014 for publication in the NC Register.

**Discussion/Comments:**

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Marcella Savage, and seconded by Mr. Kevin Howell the State Board of Education voted unanimously to adopt the High School Accreditation Framework rule and directed the Department to submit the text to the Rules Review Commission for codification in the administrative code. (See Attachment GCS 3)*

**DISCUSSION**

**GCS 4 – Career and Technical Education Revisions to Essential Standards**

**Policy Implications:** SBE Policy # GCS-F-005

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Jo Anne Honeycutt (Director, Division of Career and Technical Education)

**Description:**

Career and Technical Education (CTE) is requesting revision to the CTE Essential Standards to include three new courses.

**In Health Science, Health Science Cluster: Biomedical Technology II**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**In Trade & Industrial Education, Transportation Cluster: Automotive Service II**

This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance

and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

In Trade & Industrial Education, Arts, A/V Pathway: Adobe Video Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

In Trade & Industrial Education, Information Technology Pathway: Network Engineering Technology IV

This course discusses the WAN technologies and network services required by converged applications in a complex network. This course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students will also develop the knowledge and skills needed to implement IPsec and virtual private network (VPN) operations in a complex network. This course is designed for networking students who are seeking their Cisco Certified Network Associate (CCNA) certificate. This course uses both Cisco Connecting Networks curriculum. These courses must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Recommendation(s):**

It is recommended that the State Board provide additional input to NCDPI on modifications to the CTE Essential Standards.

**Discussion/Comments:**

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in December, and will be presented for Action in January 2014. (See Attachment GCS 4)

***DISCUSSION***

**GCS 5 – Smarter Balanced Assessment Consortium**

**Policy Implications:** Session Law 2013-360, Section 9.2(b)

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

In 2010, the U.S. Department of Education funded two assessment grants to facilitate two consortia of states to develop English language arts/reading and mathematics assessments in grades 3-8 and grade 11. North Carolina committed to participating as a governing state for one of the two consortia: Smarter Balanced. As a governing state, North Carolina is a voting member of the consortium, participating in and contributing to work on the design and the development of the assessments. In 2012-13, North Carolina schools participated in a pilot of assessment items and in 2013-14, schools across the state will participate in the field tests. The assessment is scheduled to be administered as an operational assessment for the first time in 2014-15.

**Recommendation(s):**

It is recommended that the State Board of Education discuss the implications of administering the Smarter Balanced assessments.

**Discussion/Comments:**

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in December, and will be presented for Action in January 2014. (See Attachment GCS 5)

***NEW BUSINESS***

Under New Business, GCS Committee Chair Marcella Savage reported that the GCS Committee received an update from Ms. Jo Anne Honeycutt about the Career and Technical Education Credentials Report.

**21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT  
(Dr. Olivia Oxendine, Chair; Mr. John Tate, Vice Chair)**

***ACTION***

**TCP 1 – Model Teacher Contract**

**Policy Implications:** Session Law 2013-360, Section 9.6(e)

**Presenter(s):** Ms. Katie Cornetto (SBE Attorney and Rulemaking Coordinator)

**Description:**

Pursuant to Session Law 2013-360, Section 9.6(e), the State Board of Education shall develop by rule a model contract for use by local boards of education in awarding teacher contracts. The State Board may adopt a temporary rule for a model contract as provided in G.S. § 150B-21.1 to provide a contract to

local boards of education no later than January 1, 2014, but shall replace the temporary rule with a permanent rule as soon as practicable.

**Recommendation(s):**

It is recommended that the State Board of Education approve the model teacher contract and temporary rule to initiate the temporary rulemaking process.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday.
- Board member McDevitt asked if this meant that the State Board is adopting a model. Ms. Cornetto clarified that the Board is adopting a template for the local school districts to use. She elaborated stating that LEAs may add additional terms to this baseline contract.
- In response to Board member Howell’s question, Ms. Cornetto explained that the temporary rule will be published in January, but if not, she will report back to the State Board about the reasons why. She added that, if not, the Department would have to proceed with permanent rulemaking simultaneously, which may take a while.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to adopt the Model Teacher Contract and the accompanying rule and directed the Department to submit both items to the Rules Review Commission for placement in the administrative code as a temporary rule. (See Attachment TCP 1)*

**DISCUSSION**

**TCP 2 – Procedure for Seeking Extensions for Licensure Requirements**

**Policy Implications:** SBE Policy # TCP-A-021

**Presenter(s):** Ms. Katie Cornetto (Staff Attorney, State Board of Education)

**Description:**

The State Board of Education will consider requests for one-year extensions of time to satisfy licensure requirements in State Board policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements. The only allowed extenuating circumstances shall be the illness or physical disability of the teacher, the death or catastrophic illness of a member of the teacher’s immediate family, or parental leave to care for a newborn or newly adopted child.

**Recommendation(s):**

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Extensions for Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for extensions to

licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit, which submitted the application for extension as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for extension. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested extension, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by state or federal law.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a robust discussion of this item during the TCP Committee meeting on Wednesday. Dr. Oxendine summarized the discussion.
- There was no further discussion.

This item is presented for Discussion in December 2013 and will be presented for Action in January 2014. (See Attachment TCP 2)

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING***

**TCP 3 – Annual Report on Teachers Leaving the Profession (Teacher Turnover Report)**

**Policy Implications:** General Statute § 115C-12(22)

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director of Educator Effectiveness) and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

**Description:**

General Statute § 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, LEAs are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2012-13 school year is attached.

**Recommendation(s):**

It is recommended that the State Board of Education approve the Teacher Turnover Report.

**Discussion/Comments:**

- TCP Committee Chair Oxendine requested approval of the Board to move this item from Discussion to Action on First Reading. She explained that it has come to her attention that this report needs to be provided to the General Assembly. There were no objections.
- Board member Howell asked if the corrections to the report that were requested during the discussion on Wednesday would be included in the report to the General Assembly. Dr. Oxendine affirmed that the report provided to the General Assembly will include the corrections. In addition, a couple of discussion points will be cleaned up and refined for future reporting, according to Dr. Oxendine.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to accept the Teacher Turnover Report, as presented. (See Attachment TCP 3)*

**TCP 4 – Teacher Education Admission Testing Exemption (Pulled from the agenda)**

**DISCUSSION**

**TCP 5 – New Licensure Areas for Institutions of Higher Education Programs**

**Policy Implications:** SBE Policy # TCP-B-003

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Dr. Lynne Johnson (Director of Educator Effectiveness Division, Academic Services and Instructional Support), and Dr. Rachel McBroom (Director of Educator Preparation, Academic Services and Instructional Support)

**Description:**

In January 2008, the State Board of Education adopted a proposal for a new educator preparation program approval process. As part of the new process, Institutions of Higher Education were required to revision their teacher and school executive preparation programs to meet the new standards adopted by the State Board and to submit their proposals, known as Blueprints, for programs leading to licensure. Revisioned programs were implemented in fall 2010. Institutions wishing to add additional licensure areas submit Blueprints to the Department of Public Instruction for consideration. Blueprints are reviewed by trained public school practitioners, content experts, and/or higher education faculty. This item includes institutions seeking Board approval to add new licensure areas to their existing educator preparation programs.

**Recommendation(s):**

It is recommended that the licensure areas for the institutions on the attached list be approved by the State Board of Education.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. She summarized the discussion.

- There was no further discussion.

This item is presented for Discussion in December 2013 and will be presented for Action in January 2014. (See Attachment TCP 5)

***NEW BUSINESS***

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a report on the Results of Evaluation Validation Studies: School Psychologists, Counselors, Social Workers, Instructional Technology Facilitators and Library Media Coordinators as well as a presentation from the North Carolina Principals and Assistant Principals Association by Dr. Shirley Prince.

**TWENTY-FIRST CENTURY SYSTEMS  
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT  
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)**

***ACTION ON FIRST READING***

**TCS 1 – Digital Learning Funds (Modification)**

**Policy Implications:** N/A

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Senate Bill 402 (Session Law 2013-360) Section 6.11 (g) restricts the purposes for which Digital Learning funds may be used, and the funds cannot be transferred.

**Recommendation(s):**

It is recommended that the State Board of Education approve the allotments as presented.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn reported a thorough discussion of this item during the TCS Committee meeting on Wednesday. He noted that this minor modification is important. The modification under special provisions is changed from “funds may be transferred without restrictions by submitting an ABC transfer form” to “funds MAY NOT be transferred.”
- There was no further discussion.

*Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the school district allotments with the modification under special provisions, from “funds may be transferred without restrictions by submitting an ABC transfer form” to “funds MAY NOT be transferred.” (See Attachment TCS 1)*

***DISCUSSION***

**TCS 2 – Plan for Digital Learning in Public Schools**

**Policy Implications:** N/A

**Presenter(s):** Mr. Philip W. Price (CFO/CIO, Financial, Business, and Technology Services)

**Description:**

Section 6.11(g) of S.L. 2013-3601 authorizes the Department of Public Instruction to utilize \$1 million of the appropriated funds for a plan to transition to a digital learning environment.

**SECTION 6.11.(g)** Funds appropriated for Digital Learning pursuant to subsection (e) of this section shall be used to support grants to local education agencies (LEAs) for (i) delivering educator professional development focused on using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students, and (ii) acquiring quality digital content to enhance instruction.

Up to one million dollars (\$1,000,000) may be used by the Department of Public Instruction to (i) develop a plan to transition from funding for textbooks, both traditional and digital, to funding for digital materials, including textbooks and instructional resources and (ii) provide educational resources that remain current, are aligned with curriculum, and are effective for all learners by 2017. The plan shall also include an inventory of the infrastructure needed to support robust digital learning in public schools.

**SECTION 6.11.(h)** Subsection (c) of this section becomes effective June 30, 2013.

The Department of Public Instruction recommends combining the \$1 million of digital funds with up to \$3 million of Race to the Top grant funds to engage an outside vendor to develop a district-by-district and school-by-school prescriptive implementation Plan for enabling digital devices and content to be in the hands of every student by 2017 (per S.L. 2013-12).

**Recommendation(s):**

It is recommended that the State Board of Education allow \$1 million to be used to develop a Plan for digital learning in public schools.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. He summarized the discussion.
- There was no further discussion.

This item is presented for Discussion in December 2013 and will be presented for Action in January 2014. (See Attachment TCS 2)

***DISCUSSION***

**TCS 3 – Allotment Formula for Summer Reading Camps**

**Policy Implications:** Session Law 2012-142 Section 7A.1

**Presenter(s):** Mr. Philip Price (CFO/CIO, Financial, Business, and Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Session Law 2012-142 Section 7A.1 requires summer reading camps to improve K-3 literacy. \$15,465,450 are allocated for this purpose (funds will carry over into FY 2014-15).

These funds shall be used by local education agencies and charter schools to provide additional educational programs outside of the instructional calendar to any third grade student who does not demonstrate reading proficiency. Parents or guardians of impacted students not demonstrating reading proficiency shall make the final decision regarding the student's summer camp attendance.

Summer camp shall be

- (1) Six to eight weeks long, four to five days a week;
- (2) Include at least three hours of instructional time per day;
- (3) Be taught by compensated licensed teachers selected based on demonstrated student outcomes in reading proficiency; and
- (4) Allow volunteer mentors to read with students

Additional information shall be provided to the Board on or before the meeting date illustrating the recommended allotment formula.

**Recommendation(s):**

The Department is recommending that the State Board of Education approve the process for the funds to be allocated to the local education agencies and charter schools.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday. He summarized the discussion.
- There was no further discussion.

This item is presented for discussion at the December 2013 meeting and will return for action in January 2014. (See Attachment TCS 3)

**HEALTHY RESPONSIBLE STUDENTS  
COMMITTEE CHAIR REPORT  
(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)**

***ACTION ON FIRST READING***

**HRS 1 – Report to the North Carolina General Assembly: Completion of CPR by Students**

**Required**

**Policy Implications:** Session Law 2012-197; House Bill 837

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Robin McCoy, (Director, Division of K-12 Curriculum and Instruction)

**Description:**

Session Law 2012-197 requires the State Board of Education to work in cooperation with the American Heart Association, the American Red Cross, and other nationally recognized programs to develop a strategic plan to phase in successful completion of cardiopulmonary resuscitation instruction as a requirement for high school graduation by the 2014-2015 school year. Attached is the report to be provided to the General Assembly regarding the status of the plan and its implementation.

**Recommendation(s):**

The State Board of Education is asked to accept the report for submission to the General Assembly.

**Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting on Wednesday. She summarized the discussion. The plan will affect current ninth, tenth and eleventh grade students.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to accept the report for submission to the General Assembly as presented. (See Attachment HRS 1)*

**CHAIRMAN'S REMARKS**

Chairman Cobey reminded Board members that the Board will continue receiving input on the development of the strategic plan and hope to finalize it at the SBE April planning and work session. In the meantime, Board members will work with Mr. Hill, and DPI staff to develop this plan further. He requested all committee chairs to provide input to Mr. Hill by January 17.

In addition, Chairman Cobey requested Board members to hold March 31 and April 1 for the next State Board planning session. He noted that the legislature will return in mid-May. The legislative agenda will continue to evolve.

Chairman Cobey recapped some of the Board's work this month including approval of the model teacher contract, discussion for approval of the new charter schools opening in August 2014, and proposed innovative high schools.

He announced that the next meeting of the State Board will be January 8-9.

**OLD BUSINESS**

No old business was brought before the Board.

**NEW BUSINESS**

No new business was brought before the Board.

**ADJOURNMENT**

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Ms. Patricia Willoughby, and seconded by Mr. Wayne McDevitt, Board members voted unanimously to adjourn the December 4-5, 2013, meeting of the State Board of Education.*